

# The Design on Quality System Model of FTIK IAIN Pontianak in SNPT 2015 and QMS ISO 9001:2015

Lailial Muhtifah, Ricka Tesi Muskania

Faculty of Teacher Training and Education

State Islamic Institute (IAIN) Pontianak

e-mail: laily\_azhar@yahoo.co.id, Ricka@gmail.com

---

DOI : 10.14421/jpi.2018.72.383-404

Received: 3 October 2018

Revised: 6 November 2018

Approved: 5 Dec 2018

---

## Abstract

*The Faculty of Teacher Training integrated SNPT (National Standard for Higher Education) 2015 and QMS (Management Quality Standard) ISO 9001: 2015 in Quality Model Design FTIK (Faculty of Teacher Training and Education). This paper is aimed to analyze and to create a model for quality improvement of FTIK IAIN Pontianak. This a research-and-development study (R&D) with a mixed method. The stages include the introduction, model design development, and expert's model validation in quality testing at the Islamic Education major (PAI) and Arabic Education (PBA), and Islamic Elementary School Teacher Training (PGMI). This paper shows that there are four majors in FTIK that are still below the standard of SNPT 2015. FTIK innovated to find Model ISQEE to improve the quality of the four majors at FTIK IAIN Pontianak with SNPT 2015 and QMS ISO 9001: 2015.*

**Keywords:** Quality model of ISQEE, SNPT 2015, QMS ISO 9001:2015

## Abstrak

*Fakultas Tarbiyah Mengintegrasikan SNPT (Standar Nasional Perguruan Tinggi) 2015 dan SMM (Standar Mutu Manajemen) ISO 9001:2015 dalam Desain Model Mutu FTIK (Fakultas Tarbiyah dan Ilmu Keguruan). Paper bertujuan menganalisis dan menciptakan model dalam upaya peningkatan mutu FTIK IAIN Pontianak. Jenis penelitian menggunakan research and development (R&D) dengan pendekatan mix method. Tahap studi pendahuluan, pengembangan desain model, dan validasi model expert's judgement dalam menguji coba mutu pada jurusan PAI (Pendidikan Agama Islam) PBA (Pendidikan Bahasa Arab), PGMI (Pendidikan Guru Madrasah Ibtidaiyah), dan PIAUD (Pendidikan Islam Anak Usia Dini). Paper menunjukkan 4 jurusan FTIK masih belum standar SNPT 2015. FTIK berinovasi menemukan Model ISQEE menciptakan peningkatan mutu empat jurusan FTIK IAIN Pontianak dengan SNPT 2015 dan SMM ISO 9001:2015.*

**Kata Kunci:** *Model Mutu ISQEE, SNPT 2015, SMM ISO 9001: 2015*

## Introduction

The government updates the policy and constitutional regulations on the national standard of higher education (PT) in a certain period. Improvement in educational quality is a strategic option among the global competition demands. It is a defending action for the marketability of higher education. Educational success includes internal individual and external aspects. The internal aspects include physics and psychics. Meanwhile, the external aspects consist of the environment, educators, curriculum, methods, facilities and socio-economic conditions.<sup>1</sup> The government, through a national education standard bureau, has introduced SNPT (National Standards for Higher Education) No. 44 of 2015 regarding quality improvement for higher education.

The National Accreditation Bureau of Higher Education (BAN-PT) implements accreditation policy and external quality assurance at higher education accreditation. The accreditation standard consists of seven standard assessments. The first is the assessment on vision, mission, purposes and achievement strategies of the PT. The second is on employment management, management systems, and quality assurance of the PT. The third is on the academic quality of students and graduates. The fourth is on the quality of human resources in the PT. The fifth is on the curriculum, teaching, and academics of the PT. The sixth is on budgeting for facilities and information of the PT. The seventh is on research, services, community service, and the PT's network and cooperation. The policy and regulations on SNPT are set up in SNPT No. 45 2016.

FTIK IAIN Pontianak has four majors, of which require serious management for quality betterment. Preliminary research showed some problems in those four majors. First, the faculty does not have a proper recruitment system for prospective students especially in the field of PIAUD. Second, the monitoring and evaluation are usually not optimal. Third, the budgeting system for quality improvement of the majors is below the

---

<sup>1</sup> Teguh Triwiyanto, "Standar Nasional Pendidikan Sebagai Indikator Mutu Layanan Manajemen Sekolah," *Jurnal Ilmu Pendidikan* 19, no. 2 (2013): 161, doi:10.17977/JIP.V19I2.4208.

standard set up in SNPT No. 44 of 2015. Fourth, the facilities and infrastructures are not supportive of the field quality improvement. Finally, strategic patterns and KKNI-based teaching methods are not optimal in the teaching process.

The substantial factors included less proper financial planning in each major, the results of research and community service that were not exploited by most of the lecturers for their teaching, and lack of information delivered from the leaders at IAIN Pontianak. Enough socialization is about the updated SNPT and QMS ISO 9001:2015 from the rector, vice rector 1 and 2, and the Quality Assurance Bureau. SNPT has been set up as the basis for the development and implementation of internal quality assurance and for determining criteria for the external assurance system through accreditation. The International level quality standard is on QMS ISO 9001:2015. It is the most updated reference for institutional quality improvement. The integration of QMS ISO 9001:2015 at FTIK IAIN Pontianak is at national and international accreditation standards orientation. Quality models based on SNPT No. 44 of 2015 and QMS ISO 9001:2015 were integrated to improve quality standards of the faculty concerning accreditation grades of its four majors. This integration model discovered model development designs of SNPT like ISO.

Research on the development of PT's standard quality has done.<sup>2</sup> The research included introduction, planning, initial draft development, preparation trial, product revision, main product, main field test, further evaluation, operational field test, last revision, and concept distribution of the integrated models SNPT No. 44 of 2015 and QMS ISO 9001:2015. The integrated model put to the results of the materials, facilities, systems, methods, designs, development, and prototype development as the requirement of the quality standard of a PT.

The above-integrated quality development model at FTIK IAIN Pontianak has met the eligibility criteria for a PT as an educational institution.<sup>3</sup> FTIK IAIN Pontianak has three quality developmental stages of the integrated model based on SNPT No. 44 of 2015. First, at the early

---

<sup>2</sup> W. R. Borg and M. D. G, *Educational Research* (New York: Longman, 1983), hlm. 775.

<sup>3</sup> Lailial Muhtifah, "Quality Improvement of PPL in a Holistic-Integralistic Manner Based on Akhlakul Karimah in IAIN Pontianak FTIK" (Pontianak, 2014).

research, the writer discovered the quality development model that integrated SNPT No. 44 of 2015 and QMS ISO 9001:2015. Second, the writer conducted a limited test on the products of the system model. The test was experimental, comparing the effectiveness of the old model system to the new one. The new system model was then measured based on the work quality as short, smooth, convenient to the leaders, cheap, quick, productive, and satisfactory for the parties served. The measurable success indicators include work speed, convenience, productivity, and financial efficiency. The experiment was comparing the indicators before and after the implementation of the new model. In this case, there were two experimental groups, the PAI, and PBA as the control. Third, the experiment for the new system model use in a real condition for a large scale. It put at PGMI, PIAUD, head of administrative affairs and vice head at the entire FTIK IAIN Pontianak, which located in Jl. Letdjen Soeprapto No. 19 Pontianak, West Kalimantan. The development model in this research was a procedural, conceptual, and theoretical.

This paper discusses the integrated model SNPT No. 44 of 2015 and QMS ISO 9001:2015 about accreditation achievement and ISO in improving the quality of Indonesia's higher education. The standard quality achievement model of FTIK IAIN Pontianak, through ISQEE, tried to get the certificates of SNPT and QMS ISO 9001:2015 competing other universities in the world.

### **Systems in Achieving the Quality of SNPT 2015 FTIK IAIN Pontianak**

Quality has various concepts. Some researchers Harvey and Williams<sup>4</sup> concluded in the article "Fifteen years of Quality in Higher Education" that the purpose and the contexts required to keep focusing on the quality of higher education...,<sup>5</sup> for example, identified four functions in the term "quality": as an attribute that defines essence; title or creative values; description of something excellent or perfect; and non-qualification. This definition contains comparative and normative elements. Reeves and Bednar defined quality as values, the specification conformity, requirement

<sup>4</sup> Lee Harvey and James Williams, "Fifteen Years of Quality in Higher Education," *Quality in Higher Education* 16, no. 1 (April 2010): 3–36, doi:10.1080/13538321003679457.

<sup>5</sup> Peter Mortimore and Carolyn Stone, "Measuring Educational Quality," *British Journal of Educational Studies* 39, no. 1 (February 1991): 69, doi:10.2307/3120871.

conformity, fitness to be used, avoiding loss and meeting or going beyond costumers' expectation. Kemenade<sup>6</sup> described the quality concept using four aspects: objects, standards, subjects, and values.

Furthermore, Swan<sup>7</sup> defined quality as the fitness of purpose, which must be conducted at a university for good things on the right path. Therefore, the standard is one of the elements in the concept. The following is the discussion on the process of status change form STAIN to FTIK IAIN Pontianak, which also makes efforts into SNPT No. 44 of 2015 and the content of the SNPT.

FTIK IAIN Pontianak was established in 2014 after the Government's Regulation (PP) No. 53 2013 on the form changes of STAIN Pontianak into IAIN Pontianak. This change put the rule by the Regulations of the Minister of Religions Republic of Indonesia No. 94 2013 on Organization and Work Management of IAIAN Pontianak in 2013. Since the change, the vision of FTIK IAIN derived from IAIN's vision has been quality oriented. The vision of FTIK IAIN Pontianak is: "Becoming the center of education, teachers' development, and educational resources that are distinguished, reputable, and open for research, Islam, and the culture of Borneo." The vision of FTIK duplicates into the missions. It is to conduct events of education and teachings in education, science and Islamic teachings profession. It is to develop research in education, science, Islamic teachings, and cultures. It is to develop, to deepen, and to spread scientific discoveries in education and teachings by strengthening the research basis to the academic and other societies.

According to the vision and mission, the policies of FTIK for 2015 – 2018 were made based on "Research Faculty" (RF) towards "World Class Faculty (WCF)." Based on this policy direction, achievement strategy was set up through two stages 2015 – 2017 focus on working culture, integrated Islamic science, local wisdom, moral education, and religious culture. 2017 – 2018 focus on socializing the development of Faculty of Research to achieve the predicate World-Class Faculty gradually. Therefore, it proper has

---

<sup>6</sup> Everard Van Kemenade, Mike Pupius, and Teun W. Hardjono, "More Value to Defining Quality," *Quality in Higher Education* 14, no. 2 (July 2008): 20, doi:10.1080/13538320802278461.

<sup>7</sup> Desmond Swan, "The Changing University: Fitness of Purpose," *Irish Educational Studies* 17, no. 1 (March 1998): 272–83, doi:10.1080/0332331980170123.

strategies. One of the strategies towards SNPT and ISO is the modification in the form of integration between SNPT No. 44 of 2015 and QMS ISO 9001:2015. The integration model is more effective and efficient when conducted through R&DD (Research and Development Dissemination). This article explores and analyses the research discoveries at stage 1, which is to find the integrated model from the two standards.

In this chapter, the writer analyses how FTIK IAIN Pontianak made efforts towards SNPT despite being unsuccessful.

Based on the vision and mission, the policies and strategies to achieve the quality FTIK IAIN Pontianak made efforts by implementing SNPT No. 44 of 2015. Based on SNPT, the implementation of the regulation is being met by each university to reach the national goals of education. It is the basis for legal permission to build higher education and to open the coursework program. It is becoming the basis for teachings according to the curriculum in the field. It is the basics to conduct research and community service. It is the basis for the development and implementation of internal quality assurance system. It is the basics to determine the criteria of external quality assurance through accreditation.

The purposes of implementing SNTP No. 44 of 2015 is including to assure the achievement of higher education goals, that strategic have roles to smarten the nation, to move forward science and technology by implementing Humaniores value and sustainable empowerment of Indonesia as a nation. It is to ensure that the education in the course program, research, and community service conducted by higher education in entire Indonesia reaches the quality standard determined by in the National Standards for Higher Education. It is to encourage PT in entire Indonesia to reach the quality of education, research, and community service beyond the criteria set up in the National Standard for Higher Education sustainably.

FTIK IAIN Pontianak efforts for accreditation planning. It is conducting socialization about SNPT No. 44 of 2015 at the leaders' meeting. It is deciding SNPT as the faculty quality policy to be applied by the course major, the department's head and vice head. It is following up the results of the socialization and the quality policy by motivating the head of the coursework program and the secretary to do so by conducting a meeting with

the lecturers through an instruction letter. It is following up the socialization at some meeting events with the lecturers before the academic program in the particular semester starts.

The above efforts tend to fail. The writer analyzed the factors that caused the failure. It is SNPT tends to be normative and has not been applied as an instrument. It is SNPT tends to cover programs in three standards, educational, research, and community service standards, but already contained eight aspects from those three. It is SNPT did not emphasize the importance of leaders in performing quality management function such as planning, motivation, operation, product evaluation, sustainable quality improvement. It is unclear system settings at the SNPT.

Based on the above factors, the leader of FTIK found it changing to implement SNPT No. 44 of 2015. It is planning designs of the educational quality must match the standard. It is costly to invite an International Accreditation Bureau and the awareness of the leaders at the faculty was lacking because SNPT did not regulate managerial and leadership systems. It is SNPT No. 44 of 2015 consists of three standards; It is national standards of education, research, and community service to described in the following tables.

**Table 1. The Scope of National Standards for Higher Education:  
National Standards for Education<sup>8</sup>**

Field	Description
1. The graduate competency standard	The graduate competency standard is a minimum criterion for the qualifications of graduates' abilities which include attitudes, knowledge, and skills expressed in the formulation of graduate teaching outcomes.
2. Standard teaching content;	The standard of teaching content is a minimum criterion for the level of depth and breadth of teaching material. (2) The depth and breadth of teaching material as referred to in paragraph (1) refers to the achievement of graduate teaching.
3. Teaching process standards;	The teaching process standard is a minimum criterion for the implementation of teaching in the study program to obtain the achievement of graduate teaching. (2) The standard of the process referred to in paragraph (1) includes a. Characteristics of the teaching process. b. They are planning the teaching process; c implementation of the teaching process; and D. student teaching load.
4. Teaching assessment	The teaching assessment standard is a minimum criterion for the assessment of student teaching processes and outcomes in order to fulfill the teaching

<sup>8</sup> Kemenristekdikti, "Permenristedikti Nomor 44 Tahun 2015 Tentang Standar Nasional Pendidikan Tinggi" (2015).

	standards;	achievement of graduates. (2) Assessment of student teaching process and results as referred to in paragraph (1) includes a. Valuation principle; b. Assessment techniques and instruments; c. Assessment mechanisms and procedures; d. Implementation of the assessment; e. assessment reporting; and f. student graduation.
5.	Lecturer standards and education personnel;	The standard of lecturers and education personnel is a minimum criterion for the qualifications and competencies of lecturers and education personnel to carry out education in the context of fulfilling graduates' teaching outcomes. Lecturers must have academic qualifications and educator competencies, physical and mentally healthy, and can carry out education in order to fulfill the achievements of graduate teaching as stated in Article 5.
6.	Standard teaching facilities and infrastructure;	The standard of teaching facilities and infrastructure is a minimum criterion of facilities and infrastructure by the needs of the content and teaching process in order to fulfill the teaching achievement of graduates. The standard of teaching facilities as referred to in Article 31 consists of at least: a. Furniture; b. Educational equipment; c. Educational media; d. Books, electronic books, and repositories; e. means of information and communication technology; f. experimental instrumentation; g. Sports facilities; h. Means of art; i. Public facilities; j. Consumables; and K. means of maintenance, safety, and security.
7.	Teaching management standards;	Teaching management standards are the minimum criteria for planning, implementing, controlling, monitoring and evaluating, and reporting teaching activities at the level of the study program. Teaching management standards as referred to in paragraph (1) must refer to graduate competency standards, teaching content standards, teaching process standards, lecturer standards, and education personnel, as well as standard teaching facilities and infrastructure.
8.	Teaching Financing Standards	The teaching financing standard is a minimum criterion about the components and amount of investment costs and operational costs that are prepared in order to fulfill the achievement of graduate teaching as stated in Article 5. The investment costs of higher education as referred to in paragraph (1) are part of the cost of higher education for procurement of facilities and infrastructure, development of lecturers, and education personnel in higher education. The operational costs of higher education as referred to in paragraph (1) are part of the higher education costs required to carry out educational activities which include lecturer fees, the cost of education personnel, operational costs of teaching materials, and indirect operational costs.

**Table 2. The Scope of National Standards for Higher Education:  
National Standards of Research<sup>9</sup>**

Field	Description
1. Standard research results;	The standard of research results is a minimum criterion about the quality of research results. (2) The results of research in universities take directed in order to develop science and technology, as well as improve the welfare of the people and the competitiveness of the nation. (3) The results of the research as referred to in paragraph (1) are outcomes that are to generate through

<sup>9</sup> Ibid.



	activities that meet scientific principles and methods systematically by scientific autonomy and academic culture.
2. Standard research content	The standard content of the study is a minimal criterion about the depth and breadth of research material. (2) The depth and breadth of research material as referred to in paragraph (1) includes material in basic research and applied research. (3) The material in the basic research as referred to in paragraph (2) must be oriented to the output of the research in the form of an explanation or discovery to anticipate a phenomenon, phenomenon, rule, model, or new postulate. (4) The material in applied research as referred to in paragraph (2) must to oriented to the output of research in the form of innovation and the development of science and technology that are beneficial for the community, business, and industry. (5) The material on basic research and applied research includes special study material for national interests. (6) The material in basic research and applied research must contain the principles of benefit, expediency, and anticipate future needs.
3. Research process standards;	The standard research process is a minimum criterion of research activities consisting of planning, implementing, and reporting. (2) Research activities as referred to in paragraph (1) are activities that meet scientific principles and methods systematically by scientific autonomy and academic culture.
4. Research assessment standards	Standard assessment of research is a minimum criterion of assessment of the process and results of research
5. Researcher standards	Assessment of the process and results of research must meet the principles of assessment as referred to in paragraph (2) and pay attention to conformity with the results standards, content standards, and research process standards. (4) Assessment of research can be carried out using methods and instruments that are relevant, accountable, and can represent a measure of achievement of process performance and achievement of research results
6. Standard research facilities and infrastructure;	Researchers' standards are the minimum criteria for the ability of researchers to carry out research. (2) The researcher as referred to in paragraph (1) must have the ability to master the research methodology following the scientific field, the object of research, and the level of complexity and depth of research. (3) The ability of researchers as referred to in paragraph (1) is determined based on a. Academic qualifications; and b. Research result.
7. Research management standard	The standard of research facilities and infrastructure is the minimum criteria of facilities and infrastructure needed to support the content needs and research process in order to fulfill the research results. (2) Research facilities and infrastructure as referred to in paragraph (1) are higher education facilities used for: a. Facilitating research at least related to the field of study program science; b. Teaching process; and c. community service activities
8. Funding standards and research funding.	Research management standards are minimal criteria regarding planning, implementing, controlling, monitoring and evaluating, as well as reporting research activities. The management of research as referred to in paragraph (1) is carried out by work units in the form of institutions that are to tasked with managing research. The institution, as referred to in paragraph (2), is a research institution, research institution, and community service, or other similar forms by the needs and provisions of the university.

**Table 3. The Scope of National Standards Higher Education:  
National Standards of Community Service<sup>10</sup>**

Field	Description
1. Standards of community service	The standard of community service results is a minimum criterion of the results of community service in implementing, practicing, and cultivating science and technology to promote public welfare and educate the lives of the nation.
2. Service standard content of community	The standard content of community service is a minimum criterion about the depth and breadth of community service material. (2) The depth and breadth of community service material as referred to in paragraph (1) refers to the standards of community service. The results of research or development of science and technology as referred to in paragraph (3) include a. Research results that can be applied directly and needed by the user community; b. Development of science and technology in order to empower the community; c. Appropriate technology that can be utilized in order to improve the standard of living and welfare of the community; d. Problem-solving models, financial engineering, and policy recommendations that can be applied directly by the community, business, industry, and the Government; or e. intellectual property (KI) that can be applied directly by the community, business, and industry.
3. Standards of community service processes	The standard of community service process is a minimum criterion of community service activities, which consists of planning, implementing, and reporting activities. (2) Community service activities can take the form of a. Service to the community; b. Application of science and technology by the field of expertise; c. Increasing community capacity; or d. community empowerment
4. Assessment standards for community service;	The standard for evaluating community service is a minimum criterion for assessing the process and results of community service. The minimum criteria for evaluating the results of community service as referred to in paragraph (1) include a. Level of community satisfaction; b. Changes in attitudes, knowledge, and skills in the community by the program objectives; c. He can use science and technology in the community in a sustainable manner; d. The creation of enrichment of teaching resources and teaching and maturation of academics as a result of the development of science and technology; or e. address social issues and policy recommendations that can be utilized by stakeholders.
5. We are implementing standards for community service.	Acting on community service as referred to in paragraph (1) must have mastery of the methodology of the scientific application by the area of expertise, types of activities, as well as the level of complexity and depth of activity targets. (3) The ability to implement community services as referred to in paragraph (1) is determined based on a. Academic qualifications; and b. the results of community service
6. Standard facilities and infrastructure for community service	The standard of facilities and infrastructure for community service is a minimum criterion of facilities and infrastructure needed to support the community service process in order to fulfill the results of community service.

<sup>10</sup> *Ibid.*

	Facilities and infrastructure for community service as referred to in paragraph (1) are higher education facilities used for: a. They are facilitating community service at least related to the application of the field of science from study programs managed by universities and target areas of activity; b. Teaching process; and c. Research activities.
7. Community service management standards	The standard of community service management is a minimum criterion of planning, implementing, controlling, monitoring and evaluating, and reporting on community service activities.
8. Funding standards with community service financing.	Funding for community service for lecturers or instructors as referred to in paragraph (2) is used to finance: a. Community service planning; b. Implementation of community service; c. I am controlling community service; d — monitoring and evaluating community service; e. community service reporting; and f. dissemination of the results of community service.

Based on three tables is that the National Standard of Higher Education aims for transamidation. It is ensuring the achievement of higher education goals that play a strategic role in educating the life of the nation, advancing science and technology by applying the values of humanities and the sustainable cultivation and empowerment of the Indonesian people. It is Ensure to teaching in research and community service programs by universities. It reaches quality by the criteria set out in jurisdictions of policy. It is to achieve the quality of teaching, research and community service beyond the criteria outlined in the National Standard for Higher Education in a sustainable manner.

### The Efforts to Achieve QMS ISO 9001:2015 IAIN Pontianak

Quality is a non-permanent and vague concept that is still difficult to take as a single definition, without noticing the popularity of university regulations and practices.<sup>11</sup> There have been many definitions of quality at universities as part of stakeholders with various objectives, dimensions, and differences from various authorities. Pirsig concluded that the concepts of quality are difficult to understand and are perfunctory. The difficulty of the definition makes it possible to produce universal concepts. It will be better if the definition is a material for negotiation between various interests within it. Therefore, to try to assert a general interpretation of a word, different

<sup>11</sup> Halina Pratasavitskaya and Bjørn Stensaker, "Quality Management in Higher Education: Towards a Better Understanding of an Emerging Field," *Quality in Higher Education* 16, no. 1 (April 2010): 37–50, doi:10.1080/13538321003679465.

definitions of quality have been used based on the situation.<sup>12</sup> Quality has the same element, one of which is a standard. QMS ISO 9001:2015 is one of the international standards implemented mostly in managing universities. The following paragraph will analyze QMS ISO standard and how FITK-IAIN Pontianak strived to achieve QMS ISO 9001:2015, even though the results were instead not successful.

International organizations for standardization are world federations of The National Standardization Agency of Indonesia (ISO member agency). The work of preparing International Standards is usually carried out through ISO technical committees. Each member agency is interested in a subject for whom the technical committee has the right to be represented on the committee. The International organizations, government, and non-governmental organizations, with ISO, also take part in work. ISO collaborates firmly with the International Electrotechnical Commission (IEC) in issues of electrotechnical standardization.

Furthermore, relating to international standards ISO 9001:2015, it can be outlined as follows. This standard establishes requirements for a quality management system for organizations. It is demonstrating its ability to consistently provide products and services that fulfill customers and apply legal and regulatory requirements. It is improving customer's satisfaction through effective implementation of the system, including the process for system improvement and conformity assurance to customers and implements the legal law and regulations. of these standard requirements are generic and intended to apply to any organization, besides type or size, or products and services providing. The international standard ISO 9001:2015 consists of two general scopes. The first scope is the introduction which contains three scopes, such as scope, normative references, and definitions and rules. The second scope relates to the basic of scope for management system standards which have seven scopes such as organizational context, leadership, planning, support, operations, operating performance, and improvement. The seven clauses above can be described in detail as follows.

The first is the organizational context clause. It is including the understanding of organization and contexts. It is the understanding of the

---

<sup>12</sup> Van Kemenade, Pupius, and Hardjono, "More Value to Defining Quality."

needs and hopes of curious or unique things. It is the influence of the scope quality management system. It is the process and quality management system. The second is leadership clauses. It is including leadership and commitment. It is policy. It is the role of the organizations, responsibilities, and authorities. The three is clauses relating to the planning. It is the action to record risks and opportunities. It is the quality of objectives and plans to achieve them. It is the planning in achievement. The four is clauses support including resources, competence, awareness, communication, and documented information. The Fifth is the management clause. It is planning in management and supervision. It is requirements for products and services. It is external supervision through processes, products, and services. It is production and service provision. It is product and service releases. It is inappropriate output controls. The sixth is performance evaluation clauses including monitoring, measurement, analysis evaluation, internal audit, and management reviews. The seventh is improvement clause including generals, nonconformities, corrective actions, and continuous improvement.

FTIK IAIN Pontianak aspires to become QMS ISO 9001:2015, based on several considerations such as; the first, QMS ISO provides a framework and basic principles with a realistic approach in educational service activities in FTIK to achieve the vision, mission, quality objectives, quality services, and customer satisfaction. The second, it is quite essential in the application of QMS ISO that FTIK can explain its contribution to the progress and quality of IAIN Pontianak. Third, it can improve management of FTIK (planning, support, operations, performance evaluation, and improvement) and the commitment of top management increasingly gets the trust of the academic community and stakeholders. Fourth, it can improve the image competitiveness, staff performance (effectiveness and efficiency of a budget in the process of activities), and internal communication and maintain a good relationship with its stakeholders. Fifth, it can increase the consistency toward occupation with great discipline, measurability, document ability and data to make decisions, uphold the quality of education service culture. Sixth, it is required to simplify and accelerate the strategy in achieving the second stage of culture, in 2017 – 2018, focusing on the socialization of the development of Faculty of Research towards the realization of the long-term world-class faculty gradually. Therefore, to achieve a research faculty and towards the realization of WCF need strategies. One of the strategies is to

strive towards QMS ISO 9001:2015. However, efforts to get an international standard tend to be less successful. Some of the causes are as explained below.

The first is lack commitment of the leaders in each unit (deputy dean, head of the program, department secretary, and head of administration). The quantity and quality of socialization of QMS ISO are needed. Second, the lack of infrastructure support. Therefore, it is necessary to improve infrastructure in the faculty. Third, the application of QMS does not cover the entire systems (partial management quality) that needs to integrate into a more comprehensive system. Fourth, lack of knowledge about the concept of QMS makes it difficult to accept and implement QMS. Fifth, the organizational culture does not focus on customers. Sixth, it is the imperfection of QMS implementation. Seventh, it is the minimum competence of human resources to implement international standards.

### **The pattern of Integration SNPT No. 44 of 2015 Model and QMS ISO 9001:2015 in Quality Improvement**

The change of STAIN to UIN describes the history of the establishment of FTIK IAIN Pontianak, its vision, mission, and policy direction of FTIK. Therefore, to achieve the research faculty and implementation of WCF, a strategy is required. One of the strategies strives to National Standards for Higher Education and ISO by modifying the integration patterns of National Standards for Higher Education No. 44 of 2015 and QMS ISO 9001:2015. The pattern of integration is more effective and efficient if carried out through R & DD research (*Research and Development Dissemination*).

This article explores and analyzes research findings in stage 1, which is to find the integration model of the two standards. Why did the author try to find this integrated model through research? The answer is in detail as follows. First, from the aspect of the model, it has academic and managerial goals. The academic goals are to explain a set of facts and look for confirmation. Its managerial goals are as a decision-making tool, as a teaching process, and as a communication tool. Second, it is from the aspect of the integration system, which is a concept system that can be interconnected with each other in various ways by the requirements. The advantage of this

integration system is the improvement of current information within an organization.

Third, through the model, an experiment can be performed in complex situations, cost-effective saving time, and focusing on the critical characteristics of the problem. Fourth, SNPT No. 44 of 2015 is a standard that focuses on *Tridharma* of higher education and teaching. In this standard, there is no article discussing quality management and leadership system standards. Whereas, QMS ISO 9001: 2015 is a quality management system focusing on decisions of strategic organizations that can improve they are performance and provide a strong basis for sustainable development initiatives. In QMS ISO, there is a guiding clause on leadership, planning, support, operations, performance evaluation, and sustainable quality improvement. So, this integrated model can accelerate the target achievement of FTIK policy direction for the second year effectively and efficiently, at minimum socialization and the target on introducing the culture of QMS ISO. Fifth, National Standards for Higher Education No. 44 of 2015 does not provide a framework and basic principles with a realistic approach in educational service activities in FTIK to achieve a vision, mission, quality objectives, quality services, and customer's satisfaction.

Based on the analysis and evaluation is that the integrated model use on formulating the problem. It is determining the purpose of the study. It is developing problem-solving. It is verification. It is checking the translation of the conceptual model. It is validating to determine whether the conceptual model (not a computer program) is an accurate representation of the leading system. It is implementing and resulting in answering problems.

## The Design of Development Model

The main activity in integrating National Standards for Higher Education No. 44 of 2015 and QMS ISO 9001: 2015 is assessing HR (Human Resources) at FTIK IAIN Pontianak. Human Resources must meet the teaching and performance criteria.<sup>13</sup> Akhmad<sup>14</sup> stated that quality Human

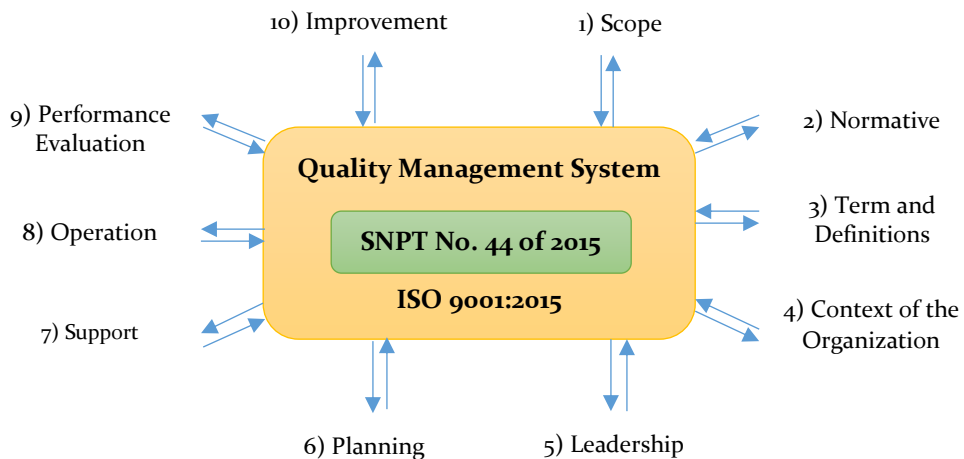
---

<sup>13</sup> Muhtifah, "Quality Improvement of PPL in a Holistic-Integralistic Manner Based on Akhlakul Karimah in IAIN Pontianak FTIK," hlm. 25.

<sup>14</sup> Akhmad, "Manajemen Sekolah Dasar Islam Terpadu," *Jurnal Ilmu Pendidikan* 22, no. 1 (May 9, 2017): 2, doi:10.17977/JIP.V22I1.8638.

Resources could face and compete for the development of education globally. Thus, Human Resources determines factors of quality leadership in an institution. Human Resources confirm that leaders are aspirators and motivators in an institution.<sup>15</sup> Human Resources with excellent leadership skills have a significant effect on the management of an institution.<sup>16</sup> Human Resources are essential for the growth of an institution.<sup>17</sup>

Based on the analysis above, the quality of IAIN Pontianak has a breakthrough in the integration of international standard achievement in QMS ISO 9001:2015 program. Based on the description and analysis above, a factual model “Integrated Stand for Educational Quality Effectivity (ISQEE)” was achieved. The picture reads the model Quality Management System.



**Figure 2. Factual model of integrated standards for educational effectiveness by integrating QMS ISO 9001:2015 with SNPT No. 44 of 2015**

<sup>15</sup> Nani Hanifah, “Pengaruh Lingkungan Kerja, Kepemimpinan Dan Motivasi Kerja Terhadap Kinerja Kepala Sekolah Dasar,” *Jurnal Ilmu Pendidikan* 21, no. 2 (March 27, 2017): 170, doi:10.17977/JIP.V21I2.8373.

<sup>16</sup> Rino, “Faktor-Faktor Yang Memengaruhi Kinerja Dosen,” *Jurnal Ilmu Pendidikan* 20, no. 1 (2014): 17, doi:10.17977/JIP.V20I1.4374.

<sup>17</sup> Reddy Siram, “Manajemen Penjaminan Mutu Layanan Akademik Perguruan Tinggi,” *Jurnal Ilmu Pendidikan* 21, no. 1 (August 24, 2016): 55, doi:10.17977/JIP.V21I1.6483.



## Picture Model Description

Based on the analysis on several pieces of literature on Quality Management Systems (QMS), quality assurance and National Standards for Higher Education No. 44 of 2015, QMS ISO 9001:2015, and considering and remembering the QMS ISO 9001:2015, the management system tends to be holistic, systematic, and structured. QMS ISO 9001:2015 is the primary foundation in the development design. National Standards for Higher Education No. 44 of 2015 put into the design. The following is a detailed description of the image to ease in its implementation and integration processes.

First, clause 4 is related to the organizational context. This paragraph defines the context of QMS and how business strategy supports it. "Organizational context" is a clause that supports a standard system including National Standards for Higher Education. It owns an organization to identify and to understand factors and parties in their environment that support QMS. The starting point is to identify external and internal problems of the National Standards for Higher Education that are relevant to QMS.

Second, clause 5 is about leadership. There is a design of developing a quality improvement model of FTIK IAIN Pontianak by integrating National Standards for Higher Education No. 44 of 2015 with QMS ISO:2015. In QMS ISO:2015, this paragraph is about the role of "top management" which is a group of people who direct and control the organization at the highest level. They need to ensure that National Standards for Higher Education and QMS requirements to integrated into organizational processes, policies, and objectives aligned with the organization's strategic direction, responsibility, and authority, but ultimately, they remain responsible for that.

The integration of QMS ISO in National Standards for Higher Education No. 44 of 2015 seems in the standards of lecturers, education staff, researchers and community service.

Third, clause 6 is about planning. In the QMS ISO, this clause focuses on how the planning of organization action deals with risks and opportunities. Risk consideration must be proportional to the potential impact they have. The actions to solve risks and opportunities must be monitored, managed and communicated throughout the organization.

Finally, this clause includes what is called “change planning.” It does systematically. The integration of QMS ISO in National Standards for Higher Education No. 44 of 2015 talks in teaching management, research and community service process standards. The three national standards use into programs in QMS ISO planning clause.

Fourth, clause 7 is about support. In this QMS ISO, part of ISO 9001 is about getting the right resources, right people and right infrastructure in place to meet the organizational goals. An organization must ensure that resources are available to do this. It could include making available training and personnel, as an example. Organizational knowledge related to talks in this clause. Personnel must not only be aware of the quality policy, but they must also understand how they contribute to it and what the implications are.

The term “documented information” refers to the previous version of ISO 9001. The integration of QMS ISO in National Standards for Higher Education No. 44 of 2015 can be seen in the standards of teaching facilities and infrastructure, teaching management, teaching financing, research process, standard facilities and infrastructure for community service, research funding, and community service processes.

Fifth, clause 8 is about an operation. In QMS ISO 2015 this clause is about implementing plans and processes that ow an organization to meet customer needs. This clause also includes “requirements for products and services.” There are requirements to communicate with potential customers who can be useful when developing a new solution. Finally, there is a section covering post-activities, which can include maintenance or repairs. The integration of QMS ISO 2015 in National Standards for Higher Education No. 44 of 2015 looks in the standard of teaching content, teaching process, teaching assessment, teaching management, teaching financing, research content, research process, research management, content of community service, standards of community service, and community service funding and financing.

Sixth, clause 9 is about performance evaluation. In QMS ISO 2015 this clause is about measuring and evaluating QMS to ensure that it is useful and helpful. It is necessary to consider what must be measured, what method

used and when the data must be analyzed and reported. Finally, management reviews need to be carried out and “documented information” must be kept as evidence. The integration of QMS ISO 2015 in National Standards for Higher Education No. 44 of 2015 can be seen in the standard for graduate competency, teaching assessment, teaching management, research results, research process, research assessment, community service, and evaluation of community service.

Seventh, clause 10 is about improvement. In QMS ISO 2015, this paragraph requires organizations to determine and to identify opportunities for continuous improvement of QMS. There is a requirement to see broader opportunities to improve processes, products or services. Some actions are needed such as handling corrective actions. First, organizations need to react to nonconformities and to take actions. Second, they must identify whether such nonconformities do exist or potentially occur.

From this research, the subject of development is referring to the international standard of the quality management system (QMS), the processes in the QMS and the quality improvement process. As a quality development model design, operations National Standards for Higher Education requires integration with international standard to accelerate quality improvement effectively and efficiently. The device used in improving the quality of National Standards for Higher Education No. 44 of 2015 and QMS ISO 9001:2015 is the PDCA cycle from E. Deming. Robert V. Hogg and Mary C. Hogg<sup>18</sup> that emphasized that continuous quality improvement in higher education is part of a broader implementation that has several key elements; managers, customers, workers or administrative staffs, suppliers of goods and statistical data as a material for decision making. Quality Management Systems looks like a complex system consisting of parts and components of an organization related to the quality of processes and products. QMS put as the structure, responsibilities, procedures, processes, and resources managing management in applying the principles and lines of

---

<sup>18</sup> Robert V. Hogg and Mary C. Hogg, “Continuous Quality Improvement in Higher Education,” *International Statistical Review / Revue Internationale de Statistique* 63, no. 1 (April 1995): 38, doi:10.2307/1403776.

action needed to achieve the quality objectives of an organization.<sup>19</sup> Tigani further argues that the quality management system is a set of interrelated processes designed to produce products or services to meet stakeholder desires.<sup>20</sup>

Deborah M. Thalner described that the E. Deming PDCA cycle is a cycle starting with a plan to determine the goals of the continuous improvement team. The team makes changes that bring to expect as a result of the changes and analyzes the result to determine the next plan.<sup>21</sup> According to Deborah M. Thalner, this final step is at the heart of continuous improvement. The Plan-Do-Check-Act (PDCA) cycle has been the best foundation to improve the quality of an institution.<sup>22</sup> The PDCA cycle from E. Deming describes the planning stage (Plan) by making the right team until the development of the plan; followed by the implementation (Do) with the initial step to improve the result documentation. After that, a check was conducted by summarizing and analyzing the data to determine the remaining problems and unwanted costs. The last is the action stage (Act) by standardizing repairs to identify subsequent improvements.

## Conclusion

Based on the result that put the quality of Faculty of Teacher Training and Education IAIN Pontianak needs to improve by applying a model that makes leadership quality as a determination of quality improvement. The design for developing the model is "ISQEE." ISQEE is a design development of a holistic, systematic and structured quality improvement model through integrative steps between National Standards for Higher Education (National

<sup>19</sup> Team, "Handbook For Implementing A Quality Management System In A National Mapping Agency," 2000, 7, <http://www.geo.upm.es/postgrado/CarlosLopez/papers/handbookImplementingDQ.pdf>.

<sup>20</sup> Dr. Omer El Tigani, "Quality Management System Is A Change Management Process," *Global Journal of Management And Business Research* 11, no. 12 (December 23, 2011): 2, <https://journalofbusiness.org/index.php/GJMBR/article/view/569>.

<sup>21</sup> Deborah Thalner, "The Practice of Continuous Improvement in Higher Education," *Dissertations* (Western Michigan University, 2005), 17-18, <https://scholarworks.wmich.edu/dissertations/1067/>.

<sup>22</sup> Grace Gorenflo et al., "The ABCs of PDCA," 2011, 1, <http://en.wikipedia.org/wiki/PDCA>-accessed12/2/20094<http://en.wikipedia.org/wiki/PDCA>-accessed12/2/2009.

Standards for Higher Education No. 44 of 2015) and international standards.<sup>23</sup> The design used to develop the quality improvement of FTIK, namely SNPT-I - ISO 9001:2015 QMS tends to be holistic, systematic and structured. ISO 9001:2015 QMS is the primary foundation in developing the model because the quality of the leader determines the quality of the faculty (institution). Leaders must have the ability and skills in planning, supporting, implementing, evaluating performance, and improving quality continuously. These stages tend to support and develop E. Deming's theory, namely; Plan, Do, Check, and Act.

## References

- Akhmad. "Manajemen Sekolah Dasar Islam Terpadu." *Jurnal Ilmu Pendidikan* 22, no. 1 (May 9, 2017). doi:10.17977/JIP.V22I1.8638.
- Borg, W. R., and M. D. G. *Educational Research*. New York: Longman, 1983.
- Gorenflo, Grace, John W Moran, Les Beitsch, Ron Bialek, Abby Cofsky, Liza Corso, Jack Moran, William Riley, and Pamela Russo. "The ABCs of PDCA," 2011. <http://en.wikipedia.org/wiki/PDCA>-accessed12/2/20094
- Hanifah, Nani. "Pengaruh Lingkungan Kerja, Kepemimpinan dan Motivasi Kerja Terhadap Kinerja Kepala Sekolah Dasar." *Jurnal Ilmu Pendidikan* 21, no. 2 (March 27, 2017). doi:10.17977/JIP.V21I2.8373.
- Harvey, Lee, and James Williams. "Fifteen Years of Quality in Higher Education." *Quality in Higher Education* 16, no. 1 (April 2010): 3-36. doi:10.1080/13538321003679457.
- Hogg, Robert V., and Mary C. Hogg. "Continuous Quality Improvement in Higher Education." *International Statistical Review / Revue Internationale de Statistique* 63, no. 1 (April 1995): 35. doi:10.2307/1403776.
- Kemenade, Everard Van, Mike Pupius, and Teun W. Hardjono. "More Value to Defining Quality." *Quality in Higher Education* 14, no. 2 (July 2008): 175-85. doi:10.1080/13538320802278461.
- Kemenristekdikti. Permenristedikti Nomor 44 Tahun 2015 tentang Standar Nasional Pendidikan Tinggi (2015).

<sup>23</sup> Konsultan ISO, "Prinsip Sistem Manajemen Mutu | Konsultan ISO 9001 | Training ISO 9001 | Pelatihan ISO 9001 | Sistem Manajemen Mutu | ISO 9001:2008 | Sertifikat ISO," 2011, <http://konsultaniso.web.id/sistem-manajemen-mutu-iso-90012008/prinsip-sistem-manajemen-mutu-iso-90012008/>.

- Konsultan ISO. "Prinsip Sistem Manajemen Mutu | Konsultan ISO 9001 | Training ISO 9001 | Pelatihan ISO 9001 | Sistem Manajemen Mutu | ISO 9001:2008 | Sertifikat ISO," 2011. <http://konsultaniso.web.id/sistem-manajemen-mutu-iso-90012008/prinsip-sistem-manajemen-mutu-iso-90012008/>.
- Mortimore, Peter, and Carolyn Stone. "Measuring Educational Quality." *British Journal of Educational Studies* 39, no. 1 (February 1991): 69. doi:10.2307/3120871.
- Muhtifah, Lailial. "Quality Improvement of PPL in a Holistic-Integralistic Manner Based on Akhlakul Karimah in IAIN Pontianak FTIK." Pontianak, 2014.
- Pratasavitskaya, Halina, and Bjorn Stensaker. "Quality Management in Higher Education: Towards a Better Understanding of an Emerging Field." *Quality in Higher Education* 16, no. 1 (April 2010): 37-50. doi:10.1080/13538321003679465.
- Rino. "Faktor-Faktor Yang Memengaruhi Kinerja Dosen." *Jurnal Ilmu Pendidikan* 20, no. 1 (2014). doi:10.17977/JIP.V20I1.4374.
- Siram, Reddy. "Manajemen Penjaminan Mutu Layanan Akademik Perguruan Tinggi." *Jurnal Ilmu Pendidikan* 21, no. 1 (August 24, 2016). doi:10.17977/JIP.V21I1.6483.
- Swan, Desmond. "The Changing University: Fitness of Purpose." *Irish Educational Studies* 17, no. 1 (March 1998): 272-83. doi:10.1080/0332331980170123.
- Team. "Handbook for Implementing A Quality Management System in A National Mapping Agency," 2000. <http://www.geo.upm.es/postgrado/CarlosLopez/papers/handbookImplementingDQ.pdf>.
- Thalner, Deborah. "The Practice of Continuous Improvement in Higher Education." *Dissertations*. Western Michigan University, 2005. <https://scholarworks.wmich.edu/dissertations/1067/>.
- Tigani, Dr. Omer El. "Quality Management System Is A Change Management Process." *Global Journal of Management and Business Research* 11, no. 12 (December 23, 2011). <https://journalofbusiness.org/index.php/GJMBR/article/view/569>
- Triwiyanto, Teguh. "Standar Nasional Pendidikan Sebagai Indikator Mutu Layanan Manajemen Sekolah." *Jurnal Ilmu Pendidikan* 19, no. 2 (2013). doi:10.17977/JIP.V19I2.4208.